

DOINGWHATWORKS



Audio

FULL DETAILS AND TRANSCRIPT

Coach's Role in Using Data to Guide Instruction

Warfield Elementary School, Florida • April 2007

Topic: Teaching Literacy in English to K-5 English Learners

Practice: Screen and Monitor Progress

Highlights

- Warfield Elementary tracks students' acquisition of reading skills by using a spreadsheet profile, which includes specific target skills within areas of reading development for each student
- As students progress through skills, the date the student has shown mastery of the skill is recorded
- A student's profile is started in kindergarten and follows the student as they progress through grade levels
- The reading coach uses the profiles to highlight for teachers how their class is progressing through skills

About the Site

Warfield Elementary School (K-4)
Indiantown, FL

Demographics

75% Hispanic, 5% White, 17% Black
96% Free or reduced-price lunch
67% Limited English proficient

Warfield Elementary School uses an inclusive, English immersion approach for their English learners, the majority of whom are of Guatemalan descent and speak either Spanish or one of several Guatemalan Indian dialects, which lack a written language. Distinctive features of the school include:

- A continuous improvement model for instruction; data disaggregation and analysis, facilitated by a reading coach and writing/math coach, drive all instruction
- Instructional calendars for all content areas and grade levels that show standards being taught, instructional activities, and assessments to monitor student progress
- A schoolwide reading program based on an external model, along with a core textbook program
- Data available to teachers on fast turnaround, either in profiles produced by the reading coach or through reports from district and state databases
- Whole-group instruction based on the instructional calendars, combined with flexible small-group instruction based on students' needs
- Interventions provided within the classroom, including several that are technology-based
- Instructional strategies that are research-based; for example, a vocabulary program that is based on Isabel Beck's research
- All teachers with an ESOL endorsement on their teaching certificates
- Paraprofessionals who speak the children's native languages to ease the transition into school and support teachers in working with students

Full Transcript

I am Jeanne Tubb. I am the reading coach at Warfield Elementary School. I've been the reading coach for 8 years, and I've actually been at Warfield for 20 years.

Each sheet is set up on a continuum. You have all the children's names on the left-hand side. At the top of the page you have columns for each particular skill that you are trying to teach. For example, I'm looking at the Phonological Awareness continuum, and you have skills, like at pre-K: spoken word, sentence segmentation, and rhyme recognition. Then you have kindergarten skills: a couple more rhyme skills, then syllable blending, syllable segmentation, phoneme isolation, initial sound. Then you have a few first grade skills, and it becomes, obviously, a little harder, like: phoneme blending, onset and rime, phoneme segmentation, phoneme deletion (initial sound and final sound). Then it goes up into second grade with phoneme deletion, first sound in a blend, phoneme substitution, initial, and final.

We put dates in each one of the columns for the children. When they hit an instructional level, which is 80% correct on the phonological (awareness) or PASS test that we give, that would just be a date. For example, if they got 80% correct in rhyme completion on November 2005, the date "11/05" would go into that column. If they get 100% mastery on a skill, we put the date and an asterisk in the column. For example, if the student gets 100% mastery with the syllable blending on the test

on 11/05, we would put "11/05*" so we know that child really has that skill. We go to 100% on each one of these because our children really do not have a real strong phonics background, so we feel like that in order for the child to really have that concept, we want it very, very strong, so we are going to continue working with that child until we see that whatever it is that we give them on that particular skill, they can answer it correctly. When the teachers get their profiles at the beginning of the year, they have everything they've done. For example if it's first grade, everything they did in kindergarten, and everything they've mastered, and I highlight all the columns that the children need to master within the first grade in yellow. Everything else is in white. As the child gets to the instructional level or masters that skill, we put the date in, and I also color it green. That way the teacher can take a quick look and see how her class is progressing.